

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English Language Arts

Lesson Title:
Henri Matisse: color exploration and inference

Grade:
2

Contributor, School:
N/A

Time Frame:
Two 45-minute sessions

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s)

3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Reading/English Language Arts Content Standard(s)

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Visual Art Content Indicator(s)

3.1 Create images and forms from observation, memory, imagination, and feelings.

Reading/English Language Arts Content Indicator(s)

3.4 Use elements of poetry to facilitate understanding.

Visual Art Content Objective(s)

3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern, repetition, and contrast to express personal meaning.

Reading/English Language Arts Content Objective(s)

3.4.a Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas.

Objective(s) (Connecting the content areas)

The students will use art elements to create a collage and interpret their feelings about their art through a personally written poem.

Key Arts Vocabulary

collage, color, shape, space

Key Reading/English Language Arts Vocabulary

rhyme, inference, feelings

Prior Knowledge Students Need for This Lesson

Art

- Knowledge of color, shape, and general visual art terms
- Concepts of background and foreground

Reading/English Language Arts

- Basic inference strategies
- Basic understanding of poetry
- Basic understanding of feelings/emotions

Materials and Resources

Materials and Resources for the Class

- Variety of different colored papers
- Glue
- Scissors
- 12x18 paper for background

Materials and Resources for the Teacher

- Exemplars of Matisse works
- Examples of the project
- Document camera
- Books about the artist

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Matisse was part of the Fauvist period in painting. He was a lifelong friend of Picasso. He created paper works when he became an invalid and could no longer paint. He liked to explore shapes related to nature and would simplify them or abstract them for the viewer.

- The teacher will engage the students in color exploration and looking at the artwork of Matisse: The following exemplars will be shared: *Les Bêtes de la Mer—Beasts of the Sea* and *Polynesia—the Sea and Creole Women Dancing*. The students will describe the colors using inference, in order to reach an opinion from reasoning or from facts.
- The teacher will create a list representing the colors and post it on chart paper (inference) based on the students' input. (This step could also be done in small groups with each group looking at an artwork done by Matisse.)
- The teacher will lead a discussion about observing the art. Some questions to ask might be: What do the colors express? How do the colors make you feel? What do you think of his color combinations?
- Create a Collage: Students will create a Matisse collage. Each student will choose a color for the background. They will use the descriptor list to affect the emotive qualities of their artwork.
- Students will cut out and paste shapes that are simplified to represent something (e.g., flowers, shells, birds, etc.). The students will select colors that will represent a feeling or emotion (e.g., red—passion, blue—sadness, etc.).
- Color Poem: Using the collage and inferences on color, students will create a poem to represent the artwork and color.

Closure/Summary

The students will use their own pieces of artwork to generate discussion with peers about feelings and perceptions. The teacher will display the student collage and poem.

Assessment (Description/Tools)

- The teacher will informally assess/observe student's use of the visual arts elements. The teacher will note the cooperative work each group exhibits and performs.
- The teacher will observe the student's ability to inference about color to create the collage and poem.

Lesson Extensions

Create a group collage.

- Use only one color as the background and explore one color.
- Use only one shape to make the collage.
- Discuss elements of visual art; make inferences about another piece of artwork or color.